

Spring 2007

VIRGINIA STANFORD ENGLISH LANGUAGE PROFICIENCY TEST



TEST IMPLEMENTATION MANUAL

for the Division Director of Testing and
School Test Coordinators

Levels	Grade Clusters
Preliteracy Level	K–1
Primary Level	2
Elementary Level	3–5
Middle Grades Level	6–8
High School Level	9–12

Test security guidelines restrict persons who have not signed the *Test Security Agreement* from reading the actual test questions.

NEW FOR SPRING 2007

Carefully review the Spring 2007 *Stanford English Language Proficiency (SELP) Test Implementation Manual*, for the Division Director of Testing (DDOT) and School Test Coordinator (STC) and each level of *Directions for Administering* (DFA, i.e., *Examiner's Manual*).

Please give attention to the following:

The *Test Implementation Manual* outlines the responsibilities of the DDOT and the STC and provides guidelines for implementing the SELP assessments before, during, and after testing. The format highlights specific information that is relevant for either the DDOT or the STC.

1. The SELP test assesses the speaking, listening, reading, and writing skills of all limited English proficient (LEP) students in grades K–12.
2. Form VA-S of the SELP test is used for testing all LEP students in grades K–12 during the Spring 2007 Administration. All scores from FORM VA-S will be used in the English language proficiency calculations submitted to the U.S. Department of Education Office of English Language Acquisition (OELA).
3. Beginning with the 2006–2007 school year, the following guidelines apply to the use of the read-aloud accommodation English language proficiency (ELP) assessments:

Allowed

LEP students with a disability and who have an Individualized Education Plan (IEP) that requires a read-aloud accommodation that is not due solely to his or her limited English proficiency are allowed the read-aloud accommodation on ELP assessments.

Not Allowed

Students who are identified as LEP but who do not have a disability are not allowed the read-aloud accommodation on any part of the ELP assessment.

4. For the Spring 2007 administration, the reading subtest of the SELP test may not be used as a substitute for the SOL Reading test in grades 3 through 8.
5. To ensure proper scoring of the Form VA-S, you MUST use the newly customized Form VA-S SELP test response booklets for each grade level. DO NOT USE 2006 Form VA-C or VA-R response booklets for this purpose. DO NOT use the Form VA-C or VA-R test booklets that you might have in stock from 2006.
6. By March 9, 2007, you will receive, in the division's overage shipment of SELP testing materials (secure and non-secure), about 10% of the division's enrollments. Each school's materials will be packaged by school and shipped by March 9. Each carton within a shipment will be numbered sequentially. The packing list for each shipment will be located at the top of box #1.
7. The DDOT may instruct the STC and Examiners to provide scratch paper for students' use during the administration of each SELP subtest. If used, local instructions should include the distribution, collection, and disposition of scratch paper.
8. Any test irregularities that occur should be resolved by the DDOT. Irregularities do not need to be forwarded to the Virginia Department of Education.

New for Spring 2007, continued

9. Please follow these instructions for packing and shipping the answer documents. (Refer to Sections 8.5 through 8.8.)

Form VA-S response booklets must be bundled separately with an SSID sheet for each bundle. Totals should be recorded on the *Division Master File Sheet*. Send boxes to Harcourt Assessment, Inc. for scoring using orange return labels and UPS Next Day Air shipping labels.

10. After testing, DO NOT RETURN UNUSED SELP TEST MATERIALS to Harcourt Assessment, Inc. All unused test materials may be maintained in secure, locked storage by the school division for future placement testing, or they may be destroyed according to division procedures.

11. Disposition of SELP Testing Materials

All unused response booklets for Form VA-S, copies of the *Test Implementation Manual*, the *Directions for Administering* (DFA) for Form VA-S, and ancillary materials such as SSID sheets, Master File Sheets, and paper bands should be disposed of according to division procedures (Appendix G).

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1. BACKGROUND INFORMATION

As stated in the October 13, 2006, Informational Superintendent's Memorandum No. 221, the state-approved English Language Proficiency Test for the 2006–2007 school year, as required in Section 1111 (b) (7) of the *No Child Left Behind* (NCLB) *Act of 2001*, is the Stanford English Language Proficiency (SELP) Test, developed by Harcourt Assessment, Inc. The SELP Test was augmented to align with the Virginia English Language Proficiency (ELP) standards. Prereading and prewriting subtests were added to the preliteracy level; additional passages were added the reading subtest for Elementary, Middle Grades, and High School Levels; a custom rubric was developed by Virginia educators for grades 2–12 for the direct writing subtest; and custom student demographic pages were developed for use in the response booklets.

A separate form of the SELP Test is available for each of the five grade clusters defined in Virginia's ELP standards. Listed in Table 1-1 are the grades and levels of the SELP Test that will be administered in Spring 2007.

Table 1-1. Grades and Levels

Grades	Levels
K–1	Preliteracy
2	Primary
3, 4, 5	Elementary
6, 7, 8	Middle
9 through 12	High School

The SELP Test assesses the general ability levels of students in critical English language skills through the subtests listed in Table 1-2.

Table 1-2. Subtests

Subtest	Measures	Format	Administration
Preliteracy— Prewriting	Letter recognition, conventions (capitalization, grammatically, spelling), and fluency	Multiple-Choice	Group
Preliteracy— Prereading	Competency related to concepts of print; beginning/ending sounds; and comprehension of printed words, sentences, and short passages	Multiple-Choice	Group
Listening	Comprehension of authentic conversational English	Multiple-Choice	Group
Writing Conventions	Application of the principles of effective writing (sentence structure, mechanics, capitalization, punctuation, word usage, and spelling)	Multiple-Choice	Group
Reading	Decoding, vocabulary, and comprehension	Multiple-Choice	Group
Direct Writing	Authentic information such as word choice, organization and varied sentence structure, and degree of fluency	Performance	Group
Speaking	Accuracy, fluency, naturalness of speech rate and rhythm, and overall intelligibility	Performance	Individual



All SELP subtests are untimed.

Because of security concerns, the Virginia Department of Education requests that school and division staff do not read through and/or take any of the SELP subtests.

The table on page 12 of the DFA recommends the preferred order in which the SELP subtests may be administered, but it is not a requirement.

2. USE OF THIS MANUAL FOR THE SPRING 2007 ADMINISTRATION

The *Test Implementation Manual* describes procedures that the Division Director of Testing (DDOT) and School Test Coordinators (STCs) should follow before, during, and after the administration of the Spring 2007 SELP Test administration.

This manual includes the following information:

- background information on the SELP Test (Section 1)
- test administration dates (Section 3)
- school division responsibilities for the SELP testing (Section 4)
- specific duties of the DDOT/STC before the testing sessions (Section 5)
- specific duties of the DDOT/STC during testing (Section 6)
- specific duties of the STC after testing (Section 7)
- specific duties of the DDOT after testing (Section 8)
- steps for organization and return of test materials to Harcourt Assessment, Inc., after testing is completed
- forms for reproduction as necessary (Appendices A through G)

You must become familiar with the DFA for each subtest including, Listening, Writing Conventions, Reading, Direct Writing, and Speaking (The Listening and Speaking DFA is **secure**, and the Reading and Writing DFA is **non-secure**).

The DFA includes specific directions for the SELP Test for each level/grade clusters (Preliteracy/K–1, Primary/2, Elementary/3–5, Middle Grades/6–8, and High School/9–12). Be sure to read all testing materials carefully and to provide in-depth training to Examiners in your school.

3. SPRING 2007 SELP TEST SCHEDULE

The SELP Test may be administered within the statewide testing window. Each school division is to administer the test within its own established “testing schedule” (Table 3-1). The School Test Coordinator (STC) will work with the DDOT to establish dates and times for testing in their school. STCs must advise all Test Examiners (Examiners) of their school’s specific test dates and times. If testing dates and/or times change after the original schedule, the STC must notify the DDOT immediately.

Testing Schedule: March 26–June 8, 2007

The STC will schedule the school’s SELP testing window for levels 1, 2, 3, and 4 LEP students in grades K–12 and for all LEP students on monitor status (year 1 and 2).

Test/Response booklets must be shipped to Harcourt Assessment, Inc., in San Antonio, Texas, by June 15, 2007.

Make-up Testing Sessions

Students who are absent on any or all of the scheduled dates are to be provided with an opportunity during the make-up period to take the subtest(s) they missed (Section 6.3). The STC will be responsible for arranging make-up administrations for all students who require them and who will be in attendance during the make-up period. The DDOT will provide the STC with more information about the make-up testing window.

The SELP Test make-up testing sessions are to be completed according to the division’s make-up testing schedule as long as each student has an adequate opportunity to take the missed test(s). Your make-up schedule must also allow time for assembly and shipment of all scorable test/response booklets by the due date outlined previously. Score reports will be returned to school divisions within five weeks after Harcourt’s receipt of alert-free, scorable test/response booklets.

Table 3-1. Test Schedule

Date	Activity	Responsibility
Jan. 16, 17, 18	Conduct half-day training sessions for school divisions via WebEx [®] .	Harcourt
Jan. 24–Feb. 15	Order SELP Test materials from Harcourt through Spectrum Web site at http://spectrum.harcourt.com .	DDOT
March 9	Deliver SELP Test materials to DDOT. Deliver DDOT and STC Kits.	Harcourt
March 26–June 8	Conduct Test Administration . Include LEP students who are in grades K–12 and classified as English language proficiency level 1, level 2, level 3, and level 4, as well as all LEP students on monitor status year 1 or 2.	School Divisions
June 15 or before	Ship Scorable SELP Test/Response Booklets to Harcourt.	DDOT
Within 5 weeks after Harcourt's receipt of alert-free Test/Response Booklets	Deliver score reports to school divisions' DDOT.	Harcourt
June 22	Return the SELP Test Division Affidavit to the Virginia Department of Education by fax (1-804-371-8978).	DDOT

4. SCHOOL DIVISION RESPONSIBILITIES FOR SELP TESTING

Many school division personnel are responsible for the administration of the SELP Test, including the following:
Division Director of Testing (DDOT)
English as a Second Language (ESL)/Title III Coordinator
School Test Coordinator (STC)
Test Examiner (Examiner)

Brief explanations of the roles and responsibilities of the division personnel follow.

4.1 Division Directors of Testing (DDOTs)

The DDOTs are responsible for ordering, receiving, distributing, collecting, and returning SELP Test materials (secure and non-secure), monitoring test administrations, identifying and resolving test irregularities, checking testing materials after testing, packing and shipping testing materials to Harcourt, and receiving and distributing score reports.

4.2 ESL/Title III Coordinators

The DDOTs/STCs and division-level ESL/Title III Coordinators are encouraged to share responsibilities for administration of the SELP Test in the following ways:

The DDOTs and division-level ESL/Title III Coordinators may jointly determine test dates and schedules (including make-up testing sessions), work with the appropriate school-level staff to identify students to be tested, oversee and/or assist with school-level training of STCs and Examiners/Proctors, that the response booklets are coded correctly, monitor test administration, and ensure that test security guidelines are followed.

4.3 School Test Coordinators (STCs)

The STCs are responsible for working with the appropriate school-level staff to identify students to be tested, arranging locations for testing, identifying Test Examiners, receiving SELP Test training materials, and coordinating the training session(s) for Examiners/Proctors, receiving testing materials from the DDOT, distributing testing materials to Examiners/Proctors, monitoring test administrations, resolving test irregularities, checking testing materials after testing, and packing testing materials for return to DDOT after testing.

4.4 Test Examiners (Examiners)

Examiners are responsible for administering the SELP Test according to procedures in the *SELP Test Directions for Administering* (DFA), as directed by the STC, coding student demographic information in the test/response booklet, bundling test materials for return to the STC, and ensuring the security of test materials.

4.5 Test Proctors (Proctors)

The Proctors, if used, are responsible for assisting the Examiners in the administration of the SELP Test according to procedures in the appropriate level DFA and for ensuring the security of test materials.

5. SPECIFIC DUTIES OF THE DDOT/STC: BEFORE TESTING

5.1 Train School Test Coordinators

- DDOT** ☒ Provide training to the division's STCs based on the information in this manual and in other pertinent sources.

The following training topics should be addressed:

Training Topics for School Test Coordinators	
•	Responsibilities of STCs and Examiners
•	SELP subtests to be administered
•	Testing schedules, make-up sessions, and return of all test materials to the DDOT in accordance with deadlines
•	Security requirements, including use of the <i>School Division Personnel Test Security Agreement (Including Examiners/Proctors)</i>
•	Guidelines for participation of LEP students and students with disabilities
•	Arranging for testing sites
•	Handling testing irregularities
•	Organizing, packing, and returning scorable and non-scorable materials after testing
•	Training Examiners

- STC** ☒ Before testing, you should read this manual and the appropriate-level DFA. You should also make a special effort to attend training that your DDOT will provide for STCs in regard to the school division's administration of the SELP Test.

5.2 Train Examiners

- STC** ☒ It is your responsibility to conduct training of your school's Examiners so that they can successfully conduct the SELP Test administration. Train your Examiners in the following areas:

<input type="checkbox"/>	knowing the responsibilities of Examiners
<input type="checkbox"/>	understanding security requirements, including use of the <i>School Division Personnel Test Security Agreement (Including Examiners/Proctors)</i>
<input type="checkbox"/>	reviewing the assessment schedule
<input type="checkbox"/>	preparing students for testing
<input type="checkbox"/>	preparing the testing room
<input type="checkbox"/>	providing accommodations for students
<input type="checkbox"/>	coding identifying information on student test/response booklets, including special codes
<input type="checkbox"/>	conducting the SELP Test administration under standardized conditions using the appropriate-level DFA
<input type="checkbox"/>	monitoring students during testing using Proctors/Interpreters (if necessary)
<input type="checkbox"/>	identifying and reporting testing irregularities
<input type="checkbox"/>	handling emergencies
<input type="checkbox"/>	coding for students not tested
<input type="checkbox"/>	completing the SSID sheet
<input type="checkbox"/>	packaging and returning materials after testing

NOTE

Please inform Examiners who are administering the SELP Test that they are not to look ahead in the test booklets to subtests that have not yet been administered.

The *Listening and Speaking Directions for Administering* is a secure document. It contains live test items and must be handled and maintained in secure, locked storage before and after testing.

5.3 Identify Students to Be Tested

Virginia has defined LEP students in grades K–12 as those who are identified as level 1, level 2, level 3 or level 4, and for all LEP students in monitor year 1 or monitor year 2 according to the English Language Proficiency Standards of Learning.

5.4 Determine Where Tests Will Be Administered

- STC** ☒ Make arrangements for appropriate physical conditions for testing. Testing rooms should be quiet, well lighted, and well ventilated. Each student should have enough work surface for an open test booklet and a response booklet. Crowding should be minimized, and seating should be arranged to discourage students from copying. It may be helpful to provide Examiners/Proctors with “TESTING IN PROGRESS: DO NOT DISTURB” signs to place on their doors.

5.5 Schedule Testing Sessions

- DDOT** ☒ Work with the division-level ESL/Title III Coordinator and the designated STCs to establish the testing schedule and appropriate make-up testing schedules for schools in your division.

- STC** ☒ All test sessions for your school must be scheduled within the division’s testing window established by your DDOT. Your school’s testing dates and times for the SELP Test must be on file with your DDOT. **If a change to testing dates or times occurs, your DDOT must be notified immediately.**

Students who are not in school on designated testing dates must be given an opportunity to take the test(s) they missed on a make-up basis. Work with your DDOT to establish a schedule for make-up sessions within your school. Make-up sessions should be scheduled so that all testing is completed in time to meet your division’s requirement for the return of materials to the DDOT.

In scheduling the testing sessions, take into consideration that the SELP subtests are untimed tests. Your DDOT will provide you with more information about typical testing times for each of the tests to be administered in your school. Some students will take longer; some students will finish early. Students should be given as much time as they need to complete each test.

Testing sessions must be scheduled so that they begin early enough to allow students a reasonable amount of time to complete the test before lunch or before the end of the school day. **Prior to the first date of testing,** develop a plan to accommodate situations in which “allocated” time has elapsed and students have yet to complete the test. For example, these students could be moved to an alternate location such as a library or an activity room so that they can complete the test. If students are moved to an alternate location to complete their tests, be sure that their test booklets and response booklets are collected by the Examiner before the move and redistributed only after the students are grouped in the new site. While in transit, students must not be allowed to discuss the test with anyone or have access to educational materials.

The administration of SELP Test must take precedence over other scheduled school activities.

Testing sessions should not be interrupted by fire drills or other school functions. If testing is delayed or interrupted by inclement weather or some other emergency, your DDOT will assist you in revising the schedule.

5.6 Select Examiners and Determine Testing Groups

- STC** ☒ Determine how students will be grouped for testing (e.g., in homerooms, in regular English classes, etc.) and which staff members will serve as Examiners.

5.7 Determine the Need for Proctors and Arrange for Assistance

- STC** ☒ Examiners have been instructed to discuss the need for Proctors with you. In selecting Proctors, be aware that each must also sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* (Appendix A). The use of non-school personnel as Proctors should be approached with caution. Proctors should receive the same training as Examiners.
- ☒ If Proctors are not used, you may wish to arrange to have another adult within calling distance of each testing session so that an emergency situation, such as a student becoming ill, may be handled with a minimum of disruption.

5.8 Review Procedures for Ensuring Test Security

- DDOT** ☒ Each school division must ensure the security and accountability of all SELP Test materials from the time of receipt until all testing is completed. Within the division, the DDOT has primary responsibility for the security of test materials (Appendix A).

NOTE

Without exception, all copies of the secure test booklets, the secure *Listening and Speaking DFAs*, and used test/response booklets must be kept in secure, locked storage at all times when they are not in use in an actual testing session.

5.9 Complete SELP Test Security Agreements

- DDOT** ☒ You or other designated division-level staff, if applicable, must read, sign, and date the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* and the *School Division Affidavit* (Appendix A). Only the *School Division Affidavit* must be returned to the Virginia Department of Education by fax at 1-804-371-8978 no later than June 22, 2007.

You should instruct the STCs to collect the completed *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* and the *School Division Test Security Agreement* (Appendix A). Security agreements/affidavits should be maintained locally as directed.

5.10 Collect Completed *School Division Personnel Test Security Agreement (Including Examiners/Proctors)*

- STC** ☒ Make sure that all persons in your school who have access to the SELP Test read the *Test Security Guidelines and Agreement* before they are given the test booklets. **Note: the Virginia General Assembly 2000 passed legislation regarding test security:** This security agreement requires that persons involved in the test administration exercise the necessary precautions to ensure the security of content and all test materials.

Test Security Guidelines and the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* are in Appendix A. These forms are also printed in each DFA. Please make as many copies of the security agreement as necessary. Do not use file photocopies from previous years. Forward the signed forms to your DDOT as directed in Section 7.6, Prepare and Transmit SELP Test Affidavits and Forms.

Persons who have not signed the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* may not be allowed access to the SELP test/response booklets.

5.11 Receive and Verify Division Secure/Non-Secure Test Materials

- DDOT** ☒ Harcourt will ship the SELP Test materials (secure and non-secure) directly to the school division. These shipments will be delivered by March 9, 2007. The shipment will be packed by school and delivered to you for distribution to the schools.

Verify receipt of shipment for each school receiving materials by reviewing a copy of the school's packing list located in box #1 of the shipment. Also record this information on the *Division Verification Receipt of Testing Materials/Inventory Record* (Appendix B). This will serve as an inventory record to be used when materials are returned to you from the schools.

- ☒ The boxes will be labeled with the school name on the outside and numbered sequentially, "1 of X," "2 of X," and so on.
- ☒ You will receive an overage of materials equal to 10% of the total division enrollment. The division overage materials are shipped separately by March 9, 2007. These cartons will be numbered sequentially, "1 of X," "2 of X," and so on.
- ☒ Within 3 days after receipt of division overage materials, verify that the quantities of all materials received match those listed on the packing list in box #1 of the shipment. If the division overage shipment appears incomplete in any way, call the Harcourt SELP Program Coordinator at 1-800-228-0752.
- ☒ Retain all dual-purpose cartons in which materials are shipped because they can be used to return scoring response booklets and testing materials to Harcourt Assessment, Inc.

5.11.1 Packaging of SELP Testing Materials

Test booklets will be packaged in bundles of tens, fives, and singles. The DFAs will be shipped as singles. One DFA will be provided for every 10 test booklets received.

5.11.2 DDOT Kit of Ancillary Materials

The DDOT kit includes ancillary materials that will be needed for packaging and returning the division's response booklets for scoring and the non-scorable or unused materials. Your DDOT kit includes the following:

DDOT KIT	
<input type="checkbox"/>	copies of the <i>Test Implementation Manual</i>
<input type="checkbox"/>	Cover Letter
<input type="checkbox"/>	Packing List for each school
<input type="checkbox"/>	Packing poster
<input type="checkbox"/>	<i>Division Master File Sheet</i>
<input type="checkbox"/>	Pre-printed Scoring Service Identification (SSID) Sheets
<input type="checkbox"/>	Blank SSID Sheets in the event extras are needed
<input type="checkbox"/>	Orange labels for returning scorable materials
<input type="checkbox"/>	Paper bands for bundling scorable test/response booklets
<input type="checkbox"/>	UPS "Next Day Air" Shipping Labels for returning scorable test/response booklets
<input type="checkbox"/>	UPS Ground-TRAC Labels for returning non-scorable or unused secure materials

5.11.3 Receive and Verify School Test Materials**NOTE**

Do not look ahead in the test booklets to tests that have not yet been administered. These materials are considered secure. Examiners may review the non-secure DFAs prior to testing.

- STC** ☒ You should receive your school's carton(s) of SELP Test materials from your DDOT no earlier than 24–96 hours (1–4 school days) before testing is to begin.
- ☒ The carton(s) of SELP Test materials must be kept in a locked location accessible only to you and the school principal at all times when not being used in a testing session. You must acknowledge receipt of the secure test materials by completing the appropriate section of the *School Verification Receipt of Testing Materials/Reorder Form* (Appendix B).

The *School Test Coordinator's/Examiner's Test Booklet/Secure DFA Transmittal Form/Affidavit* will be provided by your DDOT and will accompany the materials. Verify that the number of cartons indicated on this form is indeed the correct number conveyed to you before signing the transmittal.

Immediately upon receipt of your secure materials, inventory all materials against the school packing list contained in box #1. Test booklets will arrive in packages of tens, fives, and singles. Use the *School Verification Receipt of Testing Materials/Reorder Form* to account for the secure materials. In the "Packing List Quantity" column, record the counts shown on the packing lists. Then record the total counts of all test booklets received in the "STC Received" column. Shrink-wrapped packages do not need to be broken for this inventory; however, test booklet counts should be obtained by multiplying the number of packages times the package count. Also, record the total counts of the secure DFAs received.

If you discover a shortage or discrepancy in secure testing materials, contact your DDOT immediately.

Locate the *School Test Coordinator's/Examiner's Test Booklet/Secure DFA Transmittal Form/Affidavit* (Appendix B) and make as many photocopies as necessary to enter required information. These transmittal forms will be used to check out test booklets and secure DFAs to Examiners on each day of testing. You will use one of these forms per grade if more than one grade in your school is participating in the SELP Test.

In addition to this manual, **all** test materials should have been received from your DDOT:

- a cover letter that explains the use of the *School Verification Receipt of Testing Materials/Reorder Form*
- an appropriate-level DFA that includes the specific directions for administering the SELP Test
- grade and cluster-specific response booklets and test booklets (in packages of tens, fives, and singles)
- an SSID sheet for use with the paper-banded bundles of test/response booklets
- a Master File Sheet
- paper bands for securing scorable, non-scorable, and unused documents

Immediately upon receipt of the testing materials listed above, complete the *School Verification Receipt of Testing Materials/Reorder Form* and forward it to your DDOT.

Even if there are no discrepancies in your shipment and you do not need any additional materials, you must still return the *School Verification Receipt of Testing Materials/Reorder Form* to the DDOT as verification that you have received the materials.

5.12 Distribute Materials to Schools

DDOT ☒

NOTE

Because of security concerns, the Virginia Department of Education requests that school and division staff **do not** read through and/or take any part of the SELP subtests.

The secure SELP Test booklets and DFAs should be delivered to schools within **24–96 hours (1–4 school days)** prior to the date of testing. A copy of the SELP Test *School Test Coordinator's/Examiner's Test Booklet/Secure DFA Transmittal Form/Affidavit* (Appendix B) must be completed and delivered to each designated School Test Coordinator at the same time as the test booklets. Complete instructions are outlined on the form. This form is to be used to sign test booklets “OUT” and “IN” to each Examiner.

NOTE

The *Listening and Speaking Directions for Administering* is a **secure document**. It contains live test items and must be handled as secure and maintained in a **secure, locked place** before and after testing.

5.12.1 Use of Pre-Identification (Pre-ID) Labels

DDOT ☒

If the Pre-ID label service has been ordered, instruct all STCs on the proper use and placement of the labels. Refer STCs to the instructions that Harcourt provides with your division's Pre-ID labels.

Please give special attention to the following:

- Check that labels are placed accurately. Appendix C shows a sample demographic page for placement.
- Apply one label to the demographic page located on the back cover of the student **test booklet** for Primary Level—grade 2.
Apply one label to the demographic page located on the back cover of the student **response booklet** for *Preliteracy* (grades K–1), *Elementary Level* (grades 3–5), *Middle Grades Level* (grades 6–8), and *High School Level* (grades 9–12).

STC ☒

Remember to consult with your DDOT to determine whether your school division has the Pre-ID bar-code label service. If so, some of the student information fields will not need to be completed. A sample demographic page with a Pre-ID label is in Appendix C.

If ordered, the Pre-ID labels will carry the disability code after the student's name. However, LEP status and level, student category, grade, STI, date of birth, gender, School and Division Name, and Race/Ethnicity are not printed on the Pre-ID label, even if they were included in the Pre-ID file. Therefore, it is not necessary to complete these sections on the student's answer document.

Check with your DDOT to determine what information was included in the Pre-ID file. Even if information does not appear on the Pre-ID label, it may still be on the Pre-ID file that will appear on the school division's final reports.

5.12.2 Determine a Method for Completing the Identification Information on Student Test/Response Booklets

- STC** ☒ The demographic pages of the students' test/response booklets contain several sections for student identification information. (See Appendix C for samples.) Some of this information may be completed by either the student or the Examiner. In other cases, the information must be completed only by the Examiner or another adult. For enhanced accuracy, Examiners may be instructed to complete all of the student identification information for each student. In consultation with your DDOT, determine the process that you will use in your school for completing the demographic page of each student's answer document. Incorporate the method into the training of Examiners.

5.12.3 Coding of Student Demographic Information on Test/Response Booklets

- DDOT** ☒ Student Demographic Information must be coded on the demographic pages located on the back cover of the test booklets for the *Primary Level* (grade 2).

Student Demographic Information must be coded on the demographic pages located on the back cover of the response booklets for the *Preliteracy* (grades K–1), *Elementary Level* (grades 3–5), *Middle Grades Level* (grades 6–8), and *High School Level* (grades 9–12).

- STC** ☒ If your division ordered Pre-ID bar-coded labels, place the label horizontally within the dotted box on the back page, lower-left side, of the test/response booklets.

Sections A1, A2, B, C, D, E, and F

Do not complete these sections if your school division ordered Pre-ID labels.

Section A2—Enrollment Date

Section A2, Enrollment Date—is optional. Enter the date that an LEP student first enrolled in a school in the United States. If this section is blank, it will not cause an alert.

If the DDOT/STC chooses to complete this section, provide local instructions to Examiners.

NOTE: Sections A1, A2, B, C, D, E, and F must be completed by the Examiner or another adult for students in grades K–1 and 2.

Otherwise, the student's name, date of birth, gender, ethnicity, and grade may be completed by the students themselves; but to enhance accuracy, you may request that this information is completed by the Examiner or another adult before testing.

Section E—Race/Ethnicity

Do not complete this section if your school ordered Pre-ID labels with this information.

Otherwise, students, Examiners, or other adults may complete this section. Students with origins in the Pacific Islands may choose to code Pacific Islander or Native Hawaiian.

The "Unspecified" circle may be completed for students with a multi-ethnic background. A student who does not identify with one of the other race/ethnicity groups may choose to complete the "Unspecified" circle option, which is described at the end of Table 5-1. If students object to completing this section, it may be left blank.

Table 5-1. Race/Ethnicity Guidelines

RACE/ETHNICITY	GUIDELINES
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black (not of Hispanic origin)	A person having origins in any of the black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish cultures, regardless of race.
White (not of Hispanic origin)	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
Native Hawaiian/Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Unspecified	A person having a multi-ethnic background who does not identify with one of the other groups listed above.

Section F—Grade

Do not complete Section F—Grade if your school ordered Pre-ID labels.

Note: This section must be completed by the Examiner or an adult for students in grades K–1 and 2.

Otherwise, the student’s grade may be completed by the student. To enhance accuracy, you may request that the student’s grade to be completed by the Examiner or another adult.

Note: Section F—Grade/**Circle T**

Do not complete—not applicable.

Sections G1 and G2—Student Numbers

Examiners or other adults should be instructed to complete this information.

SECTION G1—Student Number is reserved for local use. If this section is to be completed, ensure that Examiners understand the procedures involved. All 12 positions will be read and carried in the student number field of the electronic file. This number **will not** appear on the Pre-ID label. Be sure to provide instructions regarding right or left justification and/or using zeros to fill 12 positions to ensure properly formatted student numbers as needed for your division.

SECTION G2—State Testing Identifier (STI) is to be completed for all students.

The STI is a unique, permanent 10-digit testing number assigned to each student by the state through the Education Information Management System (EIMS). If your division has ordered Pre-ID labels with the STI, the 10-digit number will be printed on the Pre-ID label. Therefore, it is not necessary to complete this section on the answer document. However, if the STI is not carried in the Pre-ID electronic file, it must be hand-entered on the answer document. To obtain the STIs for your students, consult with the division's EIMS Project Manager.

NOTE: If the STI is not carried in the Pre-ID electronic file **and** Section G2 is blank on the answer document, an alert will occur. Harcourt will contact the DDOT for resolution.

Section H—Local Use #1 and Section I—Local Use #2

If these sections are to be completed, ensure that STCs understand your school division's procedures.

Section L—N-Code

Do not complete section L—N-Code if your school division ordered Pre-ID labels with this information. Otherwise, request that the N-Code be completed by the Examiner or another adult.

This section should be completed for students who are classified as economically disadvantaged. A student is economically disadvantaged if he/she (1) is eligible for free or reduced-price lunch, (2) receives Temporary Aid for Needy Families (TANF), or (3) is eligible for Medicaid.

Section M—RT-Code

Do not complete—not applicable.

Section N—A-Code

Do not complete—not applicable.

Section P—AYP Adjustment

Do not complete—not applicable.

Section R—Student Category

Effective July 1, 2005, categorical eligibility for free meals was extended to students who meet the federal definition of migrant or homeless. Therefore, ensure that students who are identified as either migrant or homeless under Section R—Student Category on the SELP Test are also identified as economically disadvantaged in Section L—N-Code.

This section should be completed for students meeting the following criteria:

1. **Migrant.** A child who is, or whose parent or spouse is, a migratory agricultural worker (including a migratory dairy worker or a migratory fisher) and who, in the preceding 36 months (in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work) has done one of the following:
 - a. has moved from one school district to another;
 - b. in a State that is composed of a single school district, has moved from one administrative area to another within such district; or
 - c. resides in a school district of more than 15,000 square miles and migrated a distance of 20 miles or more to a temporary residence to engage in a fishing activity.
2. **Homeless.** A child who is homeless and attending any school served by the local education agency.
3. **Neglected or Delinquent.** A child who is in a local institution for neglected or delinquent children and youth or attending a community day program for such children.

Section S—Limited English Proficient (LEP)

Note: LEP Status is printed on the Pre-ID label. If a student's LEP Status, printed on the Pre-ID label, has changed or is incorrect, discard the Pre-ID label and complete the LEP Status code manually.

LEP Status and **Proficiency Level** codes should be completed only if the student is classified as LEP according to the federal government definition outlined in the chart that follows.

LEP Students

As of January 8, 2002, an LEP student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107–110, the *No Child Left Behind Act of 2001*. The law states:

An LEP student is classified as one:	
(A)	who is aged 3 through 21;
(B)	who is enrolled or preparing to enroll in an elementary school or secondary school;
(C) (i)	who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant;
OR	
(ii) (I)	who is a Native American or Alaska Native, or a native resident of outlying areas; and
(II)	who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
OR	
(iii)	who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
AND	
(D)	whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
(i)	the ability to meet the State's proficient level of achievement on State assessments described in Section 1111(b)(3);
(ii)	the ability to achieve successfully in classrooms where the language of instruction is English; or
(iii)	the opportunity to participate fully in society.
[P.L. 107-110, Title IX, Part A, Sec. 901, (25)]	

If the STCs have questions, please consult the DDOT.

If the DDOT has questions, contact the local Title III (ESL) Coordinator or the Office of Program Administration and Accountability, Virginia Department of Education at 1-804-786-1692 or 1-804-786-9952.

LEP Status Codes

In Section S, complete only one of the four LEP status codes to identify the student's level of services as of October 1st or thereafter of the current school year. The LEP student status codes are defined as follows:

- 1= Receiving Services
- 2= Monitor Status—1st Year
- 3= Monitor Status—2nd Year
- 4= NOT Receiving Services
- 5= LEAVE BLANK (Position Not Used)
- 6= LEAVE BLANK (Position Not Used)

LEP Proficiency Level

Based on the student's English language proficiency placement classification as of October 1st or thereafter of the current school year, complete proficiency level 1, 2, 3, **or** 4 ONLY if the student's LEP status code is

1 = Receiving Services

OR

4 = NOT Receiving Services

Applicable Proficiency Levels for Grade-Level Clusters

Grade-Level Clusters	Proficiency Levels			
	1	2	3	4
Preliteracy Level (Grades K–1)	X	X		
Primary Level (Grade 2)	X	X	X	
Elementary Level (Grades 3, 4, 5)	X	X	X	X
Middle Grades Level (Grades 6, 7, 8)	X	X	X	X
High School Level (Grades 9–12)	X	X	X	X

Section T—SOA Adjustment

Do not complete—not applicable.

Section U—X Code

Do not complete Sections U—X Code unless authorized by the Virginia Department of Education.

Section V—Disability Status

This section is optional.

Do not complete Section V—Disability Status if your school division ordered Pre-ID labels with this information. Otherwise, request that the disability status be completed by the Examiner or another adult.

Choose only one circle.

If more than one disability exists, complete the primary disability code. A disability category must be entered for any student who is identified as having a disability and is provided an accommodation specified in an Individualized Education Program (IEP) or 504 Management Plan.

Use the following Disability Status Codes to complete Section V—Disability Status for any student who is identified as having a disability. Use categories 1–14 and category 16 for students who are eligible for services under the *Individuals with Disabilities Education Act* (IDEA) and who have IEPs. Use category 15 for “Otherwise Qualified Handicapped” students who are eligible for services under Section 504 of the *Rehabilitation Act of 1973*. Table 5-2 lists the Disability Status Codes to be used in completing Section V—Disability Status in the response booklet.

Table 5-2. Disability Status Codes

Code	Disability Status
1	Mental Retardation
2	Severe Disabilities
3	Multiple Disabilities
4	Orthopedic Impairment
5	Visual Impairment
6	Hearing Impairment/Deaf
7	Learning Disability
8	Emotional Disturbance
9	Speech/Language Impairment
10	Other Health Impairment
11	Blank
12	Deaf-Blind
13	Autism
14	Traumatic Brain Injury
15	Otherwise Qualified Handicapped Under Section 504
16	Developmental Delay (through age 8)
17-20	These circles should be left blank (positions not used)

Section X—Special Codes

Do not complete Section X—Special Codes unless authorized by the Virginia Department of Education.

Section Y—Additional Test Codes

Do not complete—not applicable.

Section Z—Testing Status

This section is optional.

Following the completion of make-up testing, only an Examiner or another designated adult is to complete this section to explain why a student did not take one or more of the required SELP subtests. (The testing status codes are defined in Table 5-3.)

Table 5-3. Testing Status Coding

Grid Circle Number	If the LEP Student ...
1= Absent	Missed the regular and the make-up testing sessions.
2= IEP or 504 Management Plan	Complete only if instructed to do so by your DDOT/STC.
3= Limited English Proficient (LEP)	Do not complete (no exemptions allowed)
4= Medical Emergency	Did not take the SELP Test because of a medical emergency.
5= Refusal/Disruptive	Refused to take SELP Test or was too disruptive during testing.
6= Other	Complete only with authorization from the Virginia Department of Education.
7= Student Cheated	Complete only if instructed to do so by your DDOT/STC if it is determined that a student cheated.
8= Other	Complete Circle 8 only with authorization from the Virginia Department of Education.
9= Other	Complete Circle 9 only with authorization from the Virginia Department of Education.
10= Testing Discontinued	Complete only if instructed to do so by your DDOT/STC if it is determined during testing that a student has minimum English skills.
11= Other	Complete Circle 11 only if instructed to do so by your DDOT/STC.
12= Other	Complete Circle 12 only with authorization from the Virginia Department of Education.

Additional Procedures for Coding Testing Status

Circle 4—Medical Emergency

Students who are eligible for this category are those who are absent for the entire testing window due to hospitalization or serious illness as well as those who become ill while testing and who are then absent because of illness during the make-up period. Significant medical emergencies must be documented by a medical doctor. This documentation must be maintained locally in the division files.

Circle 4 should be completed by an Examiner or another adult.

Circle 10—Testing Discontinued

For students with minimum English skills, conduct the following steps to determine whether testing should be discontinued:

- 1) The Examiner should first administer the SELP *Speaking* subtest.
- 2) If the student is unable to answer the first five items of the *Speaking* subtest, the Examiner should stop testing.
- 3) In consultation with the STC or an ESL Specialist, the Examiner should choose another subtest (*Reading*, *Writing*, or *Listening*) and administer it to the student. The second subtest may be administered on the same or a different date than the *Speaking* subtest.
- 4) If the student is unable to answer the first five items of the second subtest attempted, then testing should be discontinued. Section Z—Testing Status/Circle 10—Testing Discontinued should be completed for all four subtests.

Section Z—Testing Status/Circle 10—Testing Discontinued should be completed for all four subtests.

Circle 10 should be completed by an Examiner or another adult.

Section AA—Special Test Accommodations

This section is optional.

Certain students with disabilities and students identified as LEP may receive testing accommodations. Only those testing accommodations that are specified in the IEP or 504 Management Plan for students with disabilities or on the LEP SOL Participation Plan may be used. Complete Section AA—Special Test Accommodations if any testing accommodations are used. Complete all accommodations that apply. Accurate coding of this section is critical. **If an accommodation is coded, the student's primary disability and/or LEP status must also be coded unless it is carried on the Pre-ID file.** Refer to Appendix D, which indicates the specific testing accommodations corresponding to the numbers shown in Section AA.

Section BB—RP Code

Do not complete—not applicable.

Read-Aloud Accommodation:**Allowed**

LEP students with a disability and who have an Individualized Education Plan (IEP) that requires a read-aloud accommodation that is not due solely to his or her limited English proficiency are allowed the read-aloud accommodation on ELP assessments.

Not Allowed

Students who are identified as LEP but who do not have a disability are not allowed the read-aloud accommodation on any part of the ELP assessment.

If the Pre-ID label service has been ordered, instruct all STCs on the proper use and placement of the labels. Refer STCs to the instructions that Harcourt provides with the division's Pre-ID labels.

Please give special attention to the following:

- Check that all labels are placed accurately. Appendix C shows a sample demographic page for placement.
- Apply one label to the demographic page located on the back cover of the student **test booklet** for Primary Level—grade 2.
- Apply one label to the demographic page located on the back cover of the student **response booklet** for Preliteracy Level—grades K–1, Elementary Level—grades 3–5, Middle Grades Level—grades 6–8, and High School Level—grades 9–12.

5.12.4 Scoring Service Identification (SSID) Sheets

- DDOT** ☒ An SSID Sheet (more commonly, “header sheet”) must be completed for each class or group of documents by grade (i.e., K, 1, 2, 3, 4, 5, and so on). Most of the information has been preprinted. A No. 2 pencil must be used to complete the form. Please be careful not to mix grade levels behind an SSID Sheet (see Appendix F). It is important that the number of test/response booklets placed under the SSID Sheet is the same number completed on the front side.

6. SPECIFIC DUTIES OF THE DDOT/STC: DURING TESTING

6.1 Maintain a Contingency Plan

- DDOT** ☒ Be prepared to coordinate and monitor adjustments in each school's testing schedule if **inclement weather or other unforeseen events threaten or force school closures.**

6.2 Coordinate Your School's Test Administration

6.2.1 Conduct the Secure Check-Out of Test Materials to Examiners

- STC** ☒ Test booklets and the secure DFAs must be checked out to Examiners using the *School Test Coordinator's/Examiner's Test Booklet/Secure DFA Transmittal Form/Affidavit* (Appendix B). Examiners must initial this form verifying their receipt of the quantity of test materials listed in the "Test Booklets Quantity" column and in the "Secure DFA" column.

If necessary, you may break packages in order to distribute test booklets most efficiently to the Examiners. The security of the test booklets/secure DFAs must be maintained at all times.

Provide each Examiner with the following test materials:

- the appropriate-level Spring 2007 non-secure and secure DFAs, making sure that the DFA provided to each Examiner is specific to the SELP test level that he or she is to administer
- test booklets
- response booklets (*Speaking* booklets for the Primary Level have only scorable test booklets)
- a "TESTING IN PROGRESS: DO NOT DISTURB" sign, if available

6.2.2 Monitor Test Administration

- DDOT** ☒ Be available for questions and problem resolution during the administration of the SELP Test.

Ensure that each school's test schedule is being met and that all secure materials are being handled properly by the STCs and the Examiners.

- STC** ☒ Monitor the administration of the SELP subtests as they are being conducted in your school. Be actively involved in test administration by carefully supervising the procedures described in this manual and the DFAs. Be available to answer questions and resolve problems as they arise.

6.2.3 Identify and Resolve Testing Irregularities

- DDOT** ☒ The Examiners will be instructed to immediately report any testing irregularities to the STC. As the DDOT, you will be called upon to resolve or mediate suspected or reported irregularities. A testing irregularity is any occurrence that may inappropriately influence a student's performance. Examples of testing irregularities include, but are not limited to, the following:

- A student becomes ill during testing.
- A student is observed cheating during the testing session.
- A teacher or another adult provides improper assistance to a student.
- Testing accommodations specified in a student's IEP or 504 Management Plan are not provided.
- A student is provided an accommodation that is not specified in her/his IEP or 504 Management Plan.
- An excessive disturbance or disruption occurs during the testing session.
- A student's test booklet or used response booklet is missing.
- Any unused/unassigned test booklet is missing.

All testing irregularities should be recorded. You may use the *Test Irregularity Form* (Appendix E) to record irregularities or a form designed locally. The irregularities should be submitted to you within **24 hours** of the occurrence.

The DFAs instruct Examiners to immediately report any testing irregularities to the STC. DDOTs should give guidance to resolve the irregularity in the proper way.

Test irregularities should be solved locally. The Virginia Department of Education does not need to receive *Testing Irregularity Forms*.

6.2.4 Check in test materials at the end of each testing session

The DFAs instruct Examiners to return test materials to the STC as soon as the test session is completed or to store the materials until the end of the school day in a secure location that is inaccessible to students.

All test materials must be returned to the STC and checked in no later than the end of this school day.

- STC** ☒ Count the test booklets and secure DFAs and initial the *School Test Coordinator's/Examiner's Test Booklet/Secure DFA Transmittal Form/Affidavit* to verify that all test booklets have been returned.

Immediately report any missing test booklets to the DDOT. Missing test materials must be documented on the *Test Irregularity Form* in Appendix E.

6.3 Plan for Make-Up Testing Sessions

Students who are absent during the school division's testing window for the SELP Test must be provided with an opportunity to take on a make-up basis the subtest(s) they missed. All make-up testing sessions must occur within the division's testing window and be completed in time for you to ship all scorable response booklets to Harcourt Assessment, Inc. in San Antonio, Texas, by the designated deadline. Score reports will be returned to school divisions within five weeks after Harcourt's receipt of alert-free scorable response booklets.

Students who are absent during a regular test session must be provided with an opportunity to take, on a make-up basis, the subtest(s) they missed.

- All make-up testing sessions must occur within the division's testing window, and all materials must be submitted to meet the local deadlines set by your DDOT.
- After make-up sessions have been completed, the response booklet of each student who has taken a make-up test must be grouped with the response booklets used by students in her/his regular classroom.

7. SPECIFIC DUTIES OF THE STC: AFTER TESTING

After testing is completed, your responsibilities include assuring accuracy and transmitting test materials. At the close of the last testing session, Examiners will return test booklets, completed student response booklets, and the completed SSID Sheet to the DDOT. You will then have the responsibility of verifying and packaging student response booklets, completed SSID sheets, and completed *School Master File Sheet* for transmittal to the DDOT.

7.1 Receive All Testing Materials from Examiners

Examiners will return three groups of materials as shown in the Packing Poster (see Appendix G).

Group 1—Scorable Test/Response Booklets

After each testing session, Examiners are to return all scorable test booklets (which include responses) to you for the Primary Level (grade 2).

After each testing session, count the scorable test booklets (Form VA-S) that are used in the Primary Level and verify in the presence of the Examiner that you have received all scorable test/response booklets. Then initial the “IN” column on the *School Test Coordinator’s/Examiner’s Test Booklet/Secure DFA Transmittal Form/Affidavit* (Appendix B) certifying that all scorable test/response booklets have been returned. Attach the cover sheets to the transmittal form to be forwarded to your DDOT. Photocopy any cover sheet that notes a discrepancy and attach it to the transmittal form. Immediately report any missing test booklets by completing a *Test Irregularity Form* (Appendix E) and submitting it to your DDOT.

After the final session has been completed, each Examiner will complete the following tasks:

- Inspect the students’ scorable test/response booklets.
- Bundle the scorable test/response booklets with the paper band provided.
- Verify and complete the preprinted SSID sheet.
- Place the SSID sheet on top of the test materials inside the paper band.

Scorable test booklets should be bundled by grade level.

Upon your receipt of test booklets, remember that each Examiner must sign the Examiner’s Affidavit column of the *School Test Coordinator’s/Examiner’s Test Booklet/Secure DFA Transmittal Form/Affidavit*. These affidavits certify that each Examiner has followed the proper procedures in administering the SELP Test to all students. **This procedure is mandatory.**

Review each bundle of test booklets submitted by each Examiner as described in Section 7.2.

In the case of a damaged test booklet, Examiners have been instructed to transcribe the student’s answers and demographic information onto a new test booklet, have a second adult verify the transcription, write the word “VOID” on the demographic page of the original test booklet, and provide it to you for return to your DDOT. However, damaged test booklets must **not** be included in the bundles of documents that are to be scored.

Group 1—Scorable Response Booklets

These materials will be for Preliteracy (grades K–1), and the Elementary through High School Levels (grades 3–12).

After each testing session, count the scorable response booklets for Form VA-S (Preliteracy, Elementary, Middle Grades, and High School Levels) and verify in the presence of the Examiner that you have received all scorable response booklets. Then initial the “IN” column on the *School Test Coordinator’s/Examiner’s Test Booklet/Secure DFA Transmittal Form/Affidavit* (Appendix B) certifying that all scorable response booklets have been returned. Attach the cover sheets to the transmittal form to be forwarded to your DDOT. Photocopy any cover sheet that notes a discrepancy and attach it to the transmittal form. Immediately report any missing response booklets or secure DFAs by completing a *Test Irregularity Form* (Appendix E) and submitting it to your DDOT.

Upon your receipt of response booklets, remember that each Examiner must sign the Examiner's Affidavit column of the *School Test Coordinator's/Examiner's Test Booklet/Secure DFA Transmittal Form/Affidavit*. These affidavits certify that each Examiner has followed the proper procedures in administering the SELP Test to all students. **This procedure is mandatory.**

Group 2—Non-Scorable Secure SELP Test Materials

After each testing session, Examiners are to return all non-scorable, secure, and unused materials to the STC.

These documents are to be returned to the STC and will include the following:

- all used and unused test booklets
- all unused test/response booklets
- all secure DFAs
- *Speaking* test booklets

7.2 Check Materials Received from Examiners

7.2.1 Inspect Paper-Banded Groups of Test/Response Booklets

Each bundle of test/response booklets should be wrapped with a paper band. Check to see that each Examiner has printed the following information in the appropriate spaces on each bundle's paper band:

- The school's name in the space marked "School: _____" on the paper band.
- The grade of the students whose test/response booklets are in the bundle in the space marked "Grade: _____" on the paper band.

Examiners have been instructed to leave "____ of ____" blank. You will complete this information following the instructions in Section 7.3.2.

If the Examiner has not supplied the information, please refer to the completed SSID sheet and print the necessary information on the paper bands.

In packaging, be sure you do not bind response booklets with clips or rubber bands; they will damage the response booklets edges.

7.2.2 Verify the Information on the Scoring Service Identification (SSID) Sheets

There must be one SSID Sheet for every paper-banded bundle.

1. The SSID Sheets must be the original scannable SSID Sheets received from Harcourt. If any photocopied SSIDs are found, please replace it with an actual sheet. Blank SSID Sheets will also be provided in the DDOT Kit. **If any photocopied SSID sheets are found, call your DDOT to obtain unused, preprinted SSID sheets.**
2. All information printed and completed on Side 1 and, if used, Side 2 of each SSID sheet must be complete and accurate. Sides 1 and 2 of each SSID Sheet must be completed properly (i.e., have all information completed accurately).

Side 1

- a. **System.** Print the name of your division.
- b. **City.** Print the name of your city.
- c. **State.** Print "VA."
- d. **School.** Print the full school name.
- e. **Grade.** Print grade tested.
- f. **Test Date(s).** Leave blank.
- g. **Teacher, Counselor, or Group.** Leave blank.
- h. **Grade.** Fill in the circle for the grade tested.
- i. **School Name.** Print and fill in the school name.
- j. **Number of Documents.** Print and fill in the number of response booklets being returned to Harcourt.

- k. **School Code.** Leave blank.
- l. **Otis-Lennon Separate Document Taken.** Fill in the “NO” circle.
- m. **Calculator.** Leave blank.

Side 2

- a. **Teacher, Counselor, or Group.** Print and fill in the correct name.
 - b. **Group Code.** Leave blank.
3. Verify that all information is correct.
 4. Make sure that the grade matches that bundle of test/response booklets.
 5. Make sure that there are no mixed grade levels behind one header sheet.
 6. Make sure that the number of response or test booklets matches the number completed in the box labeled “number of documents.”

Alteration of these fields will require resolution with your DDOT and may cause delays in reporting of your SELP Test results.

7.2.3 Inspect Test/Response Booklets

Make sure that all Examiners have inspected students’ test/response booklets. Perform spot checks to ensure that all test/response booklets are undamaged and complete and that they contain all appropriate identification information. Careful inspection of the students’ test/response booklets will help prevent scoring delays.

1. Inspect test/response booklets for improper marks. All marks to be read by the scanners must be very dark. Marks made with ballpoint pen, felt-tipped pen, or hard or colored pencils will not be scanned properly. Darken all light marks with a soft-lead (No. 2) pencil.
2. Stray marks in the test/response booklets must be completely erased. Scanning machines are extremely sensitive and can sometimes pick up stray marks and erasures as intended responses. When a student has made a change, make sure that the unwanted response is completely erased, but **DO NOT ALTER THE STUDENT’S RESPONSE IN ANY WAY.**
3. Remove any extraneous materials or loose sheets of paper from the test/response booklets.
4. Inspect the demographic pages for the following:
 - a. Handwritten information (student’s name, teacher name, school name, etc.) must be legibly entered in the spaces provided in Section A1.
 - b. Machine-read identification (student’s name, date of birth, gender, etc.) must be accurate and completed with dark No. 2 pencil marks. Make sure that all sections have been completed.
 - c. Verify that Examiners or other designated adults have completed sections F—Grades and sections G2, L, R, and S for all students for whom these sections are applicable.

7.2.4 Ensure the Proper Orientation of Scannable Documents

Side 1 of the SSID Sheets must face up with the black “timing tracks” along the left edge. The test/response booklets’ demographic page must face up with the “timing tracks” also along the left edge.

Stack all test/response booklets with the corner cuts lined up. Place the SSID sheet on top of the test/response booklets.

7.3 Prepare and Transmit Group 1—Scorable Test/Response Booklets

The following sections describe preparation of all test materials for delivery to the DDOT after testing. For ease of assembly, materials have been grouped into two different groups: Group 1 (grade 2, Primary) for scorable test booklets plus grades K–1, Preliteracy; grades 3–5, Elementary; grades 6–8, Middle Grades; and grades 9–12, High School for scorable response booklets; and Group 2 for non-scorable, secure, and unused test materials. Once all scorable test/response booklets have been inspected and organized, you are ready to assemble and return them to the DDOT. Remember to pack voided test/response booklets with Group 2 materials.

7.3.1 Complete the *School Master File Sheet(s)*

1. Verify the number of bundled groups and the total number of test/response booklets for each grade/test level. Any irregularity testing material (SSID sheets and test/response booklets) **must remain** with bundles for the appropriate grade. Place them at the **top** of the stack of regular response booklets for each grade/test level.
2. For each grade level tested, complete the *School Master File Sheet*. (See a sample in Appendix F.) Enter the number of bundled groups in the NUMBER OF GROUPS column and the total number of test/response booklets in the NUMBER OF DOCUMENTS column. The counts you enter on the *School Master File Sheet* will be used by your DDOT to help verify whether your school's shipment of response booklets is complete. If an incorrect count is recorded, scoring processing at the Scoring Center may be delayed until accurate numbers are determined.

7.3.2 Pack Bundles of Scorable Test/Response Booklets

Number the bundles sequentially in the spaces marked “____ of ____” on the paper bands (e.g., “1 of 2” and “2 of 2”). Make sure that test/response booklets are not bound with staples, clips, or rubber bands because they will damage the edges of the scannable response booklets.

1. If applicable in your school, make sure that one *School Master File Sheet* has been completed for the test level.
2. Use the original shipping cartons received from Harcourt Assessment, Inc., or given to you by your DDOT.
3. On the side of each carton, use a permanent marker to print what is in the box (e.g., Group 1 Middle Grades response booklets).

7.4 Prepare and Transmit Group 2—Non-Scorable, Secure, and Unused Test Materials

Materials in Group 2 include the following:

- all secure DFAs
- *Speaking* test booklets (grade 2, Primary Level only)
- voided test/response booklets
- all used test booklets
- all unused test booklets

Use the following steps to assemble and return non-scorable, secure, or unused test materials to your DDOT:

- Count all test booklets and record the total by grade/test level in the *School Test Coordinator's/Examiner's Test Booklet/Secure DFA Transmittal Form/Affidavit* (Appendix B).
- Pack all test booklets by grade/test level. The first item on the list should be at the bottom of the box. For security purposes, do **not** pack response booklets, non-secure DFAs, copies of the *Test Implementation Manual*, or other materials in any carton that contains secure test booklets.
- Photocopy the completed *School Test Coordinator's/Examiner's Test Booklet/Secure DFA Transmittal Form/Affidavit* and any cover sheets noting a quantity discrepancy. Return these with the originals to your DDOT.
- On the side of each carton, use a permanent marker to print “Group 2.”
- Print “Transmittal Form Enclosed” on the outside of one of the cartons. Your DDOT will keep this form on file.
- Return Group 2 to your DDOT by the date specified in your local instructions. Cartons may be closed, but seal them only in such a manner that will allow the DDOT to open them upon receipt.

7.5 Dispose of Other Test Materials

Follow your DDOT's instructions regarding the disposition of the following materials:

- *Test Implementation Manual*
- non-secure DFAs
- *Speaking/Writing Training Manual*
- extra SSID sheets
- extra *School Master File Sheets*
- extra paper bands

7.6 Prepare and Transmit SELP Test Affidavits and Forms***School Test Coordinator's/Examiner's Test Booklet/Secure DFA Transmittal Forms/Affidavits (with completed, attached test booklet cover sheets)***

Once all materials are received and logged in and after each Examiner has signed the "Examiner's Affidavit" column, forward these forms to your DDOT. The DDOT will keep these documents on file.

School Division Personnel Test Security Agreement (Including Examiners/Proctors) Forms

Each Examiner who administered a SELP Test was required to read the *Test Security Guidelines* (Appendix A) and sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* (Appendix A) as indicated in Section 5.9. This test security agreement acknowledges that the Examiners exercised the necessary precautions to ensure the security of the SELP Assessment content and all test materials. All participating Examiners were instructed to forward the completed and signed forms to you. Send the completed forms to the DDOT, who will keep them on file.

School Affidavit

After all test materials have been returned to your DDOT, complete the *School Affidavit* (Appendix A), sign and date it, and have your building principal sign and date it. This form must be returned to your DDOT by the date specified in your local instructions.

8. SPECIFIC DUTIES OF THE DDOT: AFTER TESTING

8.1 Receive Scorable Test/Response Booklets

- DDOT** ☒ After testing is completed, you will be responsible for the prompt and secure receipt of all test materials from each school.

STCs are to transmit their scorable test/response booklets to you as soon as possible after all test sessions, including all make-up sessions, have concluded. Each school's bundle(s) of test/response booklets should include an SSID sheet and a *School Master File Sheet*.

Using the original shipping cartons in which materials were delivered, each STC is to repackage the bundles of test/response booklets for the school. The STC has been instructed to label all cartons of scorable test/response booklets as "Scorable Response Booklets" and to place the appropriate completed *School Master File Sheet* on top of box #1 of test/response booklets. The STC has been instructed to close all shipping cartons in such a manner that will allow you to reopen them easily upon receipt.

8.2 Verify Scorable Test/Response Booklets

- DDOT** ☒ Working with one school's materials at a time, separate the scorable test/response booklets by grade level and then by class. Make sure that you keep the school's test/response booklet bundles together with its *School Master File Sheet*. Verify accuracy and completeness of the student demographic pages to ensure proper and timely scoring of test/response booklets.

Work through the following steps separately for the *School Master File Sheets* and then for *Division Master File Sheets*. The following information must be carefully verified for each school and grade level to ensure proper and timely scoring of test/response booklets.

8.2.1 *School Master File Sheets*

For each school, there must be a completed *School Master File Sheet* at the top of that school's bundle(s) of test/response booklets.

Each *School Master File Sheet* must display the total number of bundled groups and the total number of scorable test/response booklets for each grade level within each school.

Verify that the number of bundles and the total counts of scorable test/response booklets recorded by the STC are correct.

8.2.2 *Division Master File Sheet*

Once a school's *Master File Sheet* has been verified, record the number of groups for each grade level on the *Division Master File Sheet*. Set aside the *School Master File Sheets* and keep them for your records. Once packing of all boxes is completed, place the *Division Master File Sheet* at the top of the box labeled "1 of X." Ship only the *Division Master File Sheet*.

8.2.3 *Paper-Banded Groups of Test/Response Booklets*

Verify that every paper band displays the corresponding school name and grade. Each bundle of test/response booklets should be wrapped with a paper band. The following information must be printed in the appropriate spaces on each bundle's paper band:

- Print the school's name in the space marked "School: _____" on the paper band.
- Print the grade of the students whose test/response booklets are in the bundle in the space marked "Grade: _____" on the paper band.
- Sequentially number the groups of documents for each grade level in a school building. Print this information in the space provided on the paper band: "1 of X," "2 of X," and so on.

8.3 Check Scoring Service Identification (SSID) Sheets

There must be one SSID Sheet for every paper-banded bundle.

- The SSID Sheets must be the original scannable SSID Sheets received from Harcourt. If any photocopied SSID Sheet is found, please replace it with an actual sheet. Blank SSID Sheets will also be provided in the DDOT kit.
- Sides 1 and 2 of each SSID Sheet must be completed properly (i.e., have all information completed accurately).

Side 1

- System.** Print the name of your division.
- City.** Print the name of your city.
- State.** Print “VA.”
- School.** Print the full school name.
- Grade.** Print grade tested.
- Test Date(s).** Leave blank.
- Teacher, Counselor, or Group.** Leave blank.
- Grade.** Complete the circle for the grade tested.
- School Name.** Print and complete the circles for the school name.
- Number of Documents.** Print and complete the number of test/response booklets being returned to Harcourt.
- School Code.** Leave blank.
- Otis-Lennon Separate Document Taken.** Complete the “NO” circle.
- Calculator.** Leave blank.

Side 2

- Teacher, Counselor, or Group.** Print and complete the correct name.
 - Group Code.** Leave blank.
- Verify that all information is correct.
 - Make sure that the grade coded matches that bundle of test/response booklets.
 - Make sure that there are no mixed grade levels behind one SSID sheet.
 - Make sure that the number of test/response booklets matches the number completed in the box labeled “number of documents.”

8.4 Check for Proper Orientation of Scorable Test/Response Booklets

- Side 1 of the SSID Sheets must face up with the black “timing tracks” along the left edge.
- The test/response booklets’ demographic page must face up with the “timing tracks” also along the left edge.

8.5 Pack Scorable Test/Response Booklets, Group 1

Group 1: Scorable Test Booklets for grade 2

Scorable Response Booklets for grades K–1 and 3–12

Pack the **Form VA-S** scorable test/response booklets in the Harcourt boxes in which the test material arrived. The boxes have been designed to ship materials both from and back to Harcourt. The highest grade level completed group of test/response booklets should be placed in the bottom of the box with each subsequent grade level on top. Be sure to record the number of Form VA-C test/response booklets on the *Division Master File Sheet*.

8.6 Ensure Proper Sequence for Packing Scorable Test/Response Booklets

Schools and grade levels should be boxed in the order in which they are listed on the *Division Master File Sheet*. Materials from different schools or different grade levels must not be intermixed. Boxes can be filled by putting more than one school's materials into a single box as long as the materials remain in proper sequence.

NOTE

A packing poster has been provided to assist in the packing sequence of materials (Appendix G).

8.7 Prepare to Ship Scorable Test/Response Booklets

Return scorable test/response booklets according to the schedule outlined in Section 3. Ship scorable SELP test/response booklets on or before June 15, 2007.

NOTE

The Form VA-S test/response booklets must be counted and recorded on the *Division Master File Sheet*. SSID Sheets must be packaged on top of each bundle. Ship Form VA-S scorable materials to Harcourt Assessment, Inc., in San Antonio, Texas, using the **orange** return labels and UPS "Next Day Air" shipping labels.

- Use sturdy shipping cartons (if they remain in good condition, you can reuse those in which your materials were delivered). Securely tape all edges of boxes to ensure that they do not break open in shipment.
- If any carton is not completely full, fill the empty space with crumpled paper. Do not use plastic or foam "peanuts."
- Count all of the cartons. Begin with the carton that contains the *Division Master File Sheet*.
- This carton will be "1 of X," with the remaining cartons numbered "2 of X," "3 of X," and so on. Then, in the space provided on the labels, number the cartons sequentially.

8.8 Arrange UPS Pickup of Scorable Test/Response Booklets

Please remember the following very important points:

- There is a deadline for receipt of scorable test/response booklets at Harcourt. Ship scorable SELP test/response booklets on or before June 15, 2007.
- You will need to contact UPS the day before you expect to have your shipment ready. Be sure to tell the customer service representative that the shipment is to be paid for by Harcourt Assessment Inc., (“Receiver of the Shipping Document”) and that you will be using preprinted shipping labels. If your building closes before 5 p.m., be sure to instruct UPS to arrive prior to 3 p.m.
- The Scoring Center’s address and Harcourt’s billing account codes are preprinted on the UPS Shipping Document. To avoid billing, use the UPS Next Day Air shipping labels that were enclosed in your DDOT kit.
- Make sure scorable test/response booklets are shipped to this address:
Harcourt Assessment, Inc.
Scoring Center
19500 Bulverde Road
San Antonio, TX 78259
- Before the driver arrives, double-check the following:
 - Has an **orange VA SELP Scorable Materials** label been completed (including the carton number) and affixed to the **side** of each box? (Appendix G)
 - Has a **UPS Next Day Air** shipping label been completed and affixed to each carton?
 - Store the sealed boxes in a locked, secure area until the UPS driver arrives. **Drivers have been instructed to pick up materials from the main office.** Make sure that someone will be on site to meet the driver if you must leave. If you designate someone else to handle this UPS pickup, please provide them a copy of this page of instructions.

8.9 Verify Receipt of All Required Forms from Schools

- *School Division Personnel Test Security Agreement (Including Examiners/Proctors)*
- *School Division Test Security Agreement*
- *School Coordinator’s/Examiner’s Test Booklet/Secure DFA Transmittal Form/Affidavit*
- *School Affidavit*

8.10 Complete and Return the Division Affidavit

The DDOT should complete and return the *School Division Affidavit* (Appendix A) by June 22, 2007, to:

Virginia Department of Education
Division of Assessment and Reporting
FAX: 1-804-371-8978

8.11 Retention of Unused Test Materials (Group 2)**NOTE**

DO NOT RETURN UNUSED SELP TEST MATERIALS to Harcourt Assessment, Inc. All unused test materials may be maintained in secure, locked storage by the school division for future placement testing, or they may be destroyed according to division procedures.

8.12 Review Disposition of SELP Test Materials

The STC has been instructed to return all testing materials to you. You may dispose of the following materials according to local procedures:

- Copies of the *Test Implementation Manual*
- Non-Secure DFAs
- unused response booklets
- unused Master File Sheets
- unused SSID sheets
- unused paper bands
- unused UPS shipping labels
- unused return labels (orange)
- voided response booklets (after actual scores are confirmed)

THANK YOU

We appreciate your help and participation in the
Spring 2007 *Stanford English Language Proficiency (SELP) Test*.

Appendices

Appendix A

Test Security

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APPENDIX A
Spring 2007
Virginia Stanford English Language
Proficiency Test

TEST SECURITY GUIDELINES

Listed below are guidelines to assist those persons involved in the administration of the Virginia *Stanford English Language Proficiency (SELP) Test* in determining what actions may compromise test security or score validity. This list is not intended to include all possible actions that might violate the Virginia SELP Test security procedures.

1. Students must never be exposed to test items or to answers to test items before, during, or after test administration. Using test items in any form (including rewording test items) is **STRICTLY PROHIBITED**.
2. The tests must be administered to students strictly in accordance with the instructions outlined in the SELP Test DFA. Directions must be read to students exactly as they are written.
3. No test item that will be scored to obtain student test results shall be used as a sample practice item for learning how to mark responses. Sample items are included in the SELP Test DFAs to familiarize students with the format of the items and the procedures for marking their answers.
4. Photocopying of **ALL OR ANY PART** of a SELP test booklet or taking notes about items included on the test is **STRICTLY PROHIBITED**.
5. All persons are prohibited from providing students with the answers to test items at any time (before, during, or after test administration). This includes provision of cues, clues, hints, and/or actual answers in any written, printed, verbal and/or non-verbal form (including chalkboards, charts, and bulletin boards).
6. All persons are prohibited from changing students' answers to test items, either by providing hints or clues to wrong answers during test administration or by erasing or correcting answers recorded by the student.
7. All know violations of test security procedures shall be reported in writing, signed by the person making the report, and addressed to the Division of Assessment and Reporting, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120. The Virginia Department of Education will request an investigation of any test improprieties and implementation of an action plan as necessary. All corrective action plans must be submitted to the Division of Assessment and Reporting.

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Appendix A, continued

Please read legislation passed by the Virginia General Assembly (§22.1-19.1 Actions for violations of test security procedures and §22.1-292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.

§ 22.1-19.1. Action for violations of test security procedures.

- A.** The Office of the Attorney General, on behalf of the Board of Education, may bring a cause of action in the circuit court having jurisdiction where the person resides or where the act occurred for injunctive relief, civil penalty, or both, against any person who knowingly and willfully commits any of the following acts related to secure mandatory tests required by the Board to be administered to students:
1. Permitting unauthorized access to secure test questions prior to testing;
 2. Copying or reproducing all or any portion of any secure test booklet;
 3. Divulging the contents of any portion of a secure test;
 4. Altering test materials or examinees' responses in any way;
 5. Creating or making available answer keys to secure tests;
 6. Making a false certification on the test security form established by the Department of Education; or
 7. Participating in, directing, aiding or abetting, or assisting in any of the acts prohibited in this section.
- For the purpose of this subsection, "secure" means an item, question, or test that has not been made publicly available by the Department of Education.
- B.** Nothing in this section may be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, Superintendent of Public Instruction or the Department of Education or their agents or employees engaged in test development or selection, test form construction, standard setting, test scoring, reporting test scores, or any other related activities which, in the judgment of the Superintendent of Public Instruction or Board of Education, are necessary and appropriate.
- C.** Any person who violates any provisions of this section may be assessed a civil penalty not to exceed \$1,000 for each violation; however, any person whose administrative or teaching license has been suspended or revoked pursuant to § 22.1-292.1 shall not be assessed a civil penalty for the same violation under this section.

All civil penalties paid to the Commonwealth pursuant to this section shall be deposited into the Literary Fund.

(2000, cc. 634, 659; 2004, cc. 939, 955.)

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Appendix A, continued

Please read legislation passed by the Virginia General Assembly (§22.1-19.1 Actions for violations of test security procedures and §22.1-292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.

§22.1-292.1. Violation of test security procedures: revocation of license.

- A.** The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who commits any of the following acts knowingly and willfully with the intent to compromise secure mandatory tests administered to students as required by this title or by the Board of Education:
1. Giving unauthorized access to secure test questions;
 2. Copying or reproducing all or any portion of any secure test booklet;
 3. Divulging the contents of any portion of a secure test;
 4. Coaching or assisting examinees during testing or altering examinee's responses in any way;
 5. Making available any answer keys;
 6. Failing to follow test security procedures established by the Department of Education;
 7. Providing a false certification on any test security form required by the Department of Education;
 8. Retaining a copy of secure test questions; and
 9. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

- B.** Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities, which, in the judgment of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.
- C.** An suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 9-6.14:1 et seq. and § 22.1-298), governing the licensure of teachers.

Appendix A, continued

**Spring 2007
Virginia Stanford English Language
Proficiency Test**

<i>SCHOOL DIVISION PERSONNEL TEST SECURITY AGREEMENT (INCLUDING EXAMINERS/PROCTORS)</i>
--

I acknowledge that I will have access to the *Virginia Stanford English Language Proficiency Test Series* for the purpose of administering this test. I also acknowledge that I have read and understand the “Test Security Guidelines.”

I understand that these materials are highly secure and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the test, generally or specifically to anyone.
2. I will not improperly review test items or test booklets, copy, or take notes about any part of the test.
3. I will not allow access to the test materials to any student or to any other person not so authorized by the School Test Coordinator.
4. I will not alter students’ responses in any way.
5. I will not provide answers to test items or any other improper assistance to students.
6. I have read the legislation passed by the Virginia Assembly (§22.1–19.1 Action for violations of test security procedures and §22.1–292.1 Violation of test security procedures: revocation of license).
7. I understand that if test security procedures and guidelines are not followed, my license may be suspended or revoked or I may be assessed a civil penalty for each violation.

Signed: _____

Print Name: _____

Position: _____

School Name: _____

Division Name: _____

Date: _____

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Appendix A, continued

**Spring 2007
Virginia Stanford English Language
Proficiency Test**

<i>SCHOOL AFFIDAVIT</i>

Division Name: _____

School Name: _____

The school affidavit must be signed and dated by the School Test Coordinator, then signed and dated by the building principal, and returned to the Division Director of Testing. The Division Director of Testing must keep the signed affidavits on file.

AFFIDAVIT

I certify that, to my knowledge, no one in this building has copied, reproduced, or had improper access to the *Stanford English Language Proficiency* (SELP) test booklets or any questions from within the test booklets or information within the *Directions for Administering* (DFA). All Virginia SELP Test booklets, scorable test/response booklets, and secure DFAs have been returned to the Division Director of Testing.

School Coordinator Signature: _____

Name (print): _____ **Date:** _____

Building Principal Signature: _____

Name (print): _____ **Date:** _____

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Appendix A, continued

**Spring 2007
Virginia Stanford English Language
Proficiency Test**

SCHOOL DIVISION TEST SECURITY AGREEMENT
--

Division Name: _____

The Virginia school division named above acknowledges that the *Stanford English Language Proficiency Test Series* are secure and agrees to the following conditions of use to ensure the test's security:

1. a. The school division will take all necessary precautions to safeguard all test materials by limiting access to persons within the school division with a responsible, professional interest in the test's security.
b. All persons having access to the materials (other than students to whom the test is administered) will complete and sign the appropriate security agreements, affidavits, and transmittal forms as instructed by the Division Director of Testing, and will observe all other security-related procedures established and required by the Virginia Department of Education. Copies of all completed forms and affidavits will be kept on file in the school division office.
2. The school division will keep the test booklets and *Directions for Administering* (DFA) in locked storage, except on actual testing dates, limiting access to those responsible for their security and to students taking the test.
3. Secure student test booklets will be delivered to schools no earlier than 24–96 hours (1–4 school days) prior to testing. The school's coordinator will deliver the test booklets to Examiners no sooner than the date of testing.
4. Test booklets will be kept secure until they are actually distributed to students.
5. In no case will students be permitted to remove test materials from the room where testing takes place.
6. The school division will not disclose or allow to be disclosed the contents of, or the scoring keys to, the test instrument.
7. Upon completion of testing, the school division will ensure that all test materials are returned by school personnel to the Division Director of Testing.

By signing this agreement, I am assuring Harcourt Assessment, Inc. and the Virginia Department of Education that I and anyone having access to the Virginia SELP Test materials will abide by the above conditions.

Signature: _____
Division Director of Testing **Date**

Print Name: _____

This page may be photocopied.

Appendix A, continued

**Spring 2007
Virginia Stanford English Language
Proficiency Test**

<i>SCHOOL DIVISION AFFIDAVIT</i>

Division Name: _____

This affidavit must be signed and dated by the Division Director of Testing and a copy maintained in the division files. The signed and dated affidavit must be returned by fax at 1-804-371-8978 to the Virginia Department of Education no later than June 22, 2007.

AFFIDAVIT

I certify that, to my knowledge, no one in the school division has copied, reproduced, or had improper access to the *Stanford English Language Proficiency* (SELP) test booklets or any questions from within the test booklet or information within the secure *Listening and Speaking Directions for Administering* (DFA). All Virginia SELP test booklets, scorable test/response booklets, unused test/response booklets, and secure DFAs have been returned to my office as directed in the *Test Implementation Manual*.

DDOT Signature: _____

Name (print): _____ Date: _____

Appendix B

Division Forms

<i>Division Verification Receipt of Testing Materials/Inventory Record</i>	<i>57</i>
<i>Division Reorder Form–Non-Secure Materials</i>	<i>58</i>
<i>Division Reorder Form–Secure Materials</i>	<i>59</i>

School Forms

<i>School Verification Receipt of Testing Materials/Reorder Form</i>	<i>60</i>
<i>School Test Coordinator’s/Examiner’s Test Booklet/Secure</i>	
<i>DFA Transmittal Form/Affidavit</i>	<i>61</i>

APPENDIX B
Spring 2007
Virginia Stanford English Language
Proficiency Test

***DIVISION VERIFICATION RECEIPT OF TESTING
MATERIALS/INVENTORY RECORD***

Division Name: _____

NOTE: Please maintain this information in the division file.

Grade Cluster	Level	SELP Assessment Materials	Quantity Received from HAI	Inventory Record: Quantity Returned from Schools after Testing	Additional Materials Received Reordered Overage
			VA-S	VA-S	VA-S
K-1	Preliteracy	Test Booklets			
		Response Booklets			
		<i>Directions for Administering (Secure)</i>			
2	Primary	Test/Response Booklets			
		Speaking Test Booklets			
		<i>Directions for Administering Listening and Speaking (Secure)</i>			
		<i>Directions for Administering Reading and Writing (Non-Secure)</i>			
3-5	Elementary	Test Booklets			
		Response Booklets			
		<i>Directions for Administering Listening and Speaking (Secure)</i>			
		<i>Directions for Administering Reading and Writing (Non-Secure)</i>			
6-8	Middle Grades	Test Booklets			
		Response Booklets			
		<i>Directions for Administering Listening and Speaking (Secure)</i>			
		<i>Directions for Administering Reading and Writing (Non-Secure)</i>			
9-12	High School	Test Booklets			
		Response Booklets			
		<i>Directions for Administering Listening and Speaking (Secure)</i>			
		<i>Directions for Administering Reading and Writing (Non-Secure)</i>			

DDOT Signature: _____ Date: _____

**Spring 2007
Virginia Stanford English Language
Proficiency Test**

DIVISION REORDER FORM—NON-SECURE MATERIALS

**Fax toll-free to
Harcourt Virginia SELP Test Program Coordinator, 1-800-547-2059**

Date: _____ No. of Pages: _____

School Division: _____ Division Number: _____

DDOT Name (print): _____ Phone: _____

Directions: If additional test materials are needed from Harcourt Assessment, Inc., compile reorders from all schools within the division. Complete sections 1 and/or 2 of this form. To order, fax this form to Harcourt as soon as possible.

Section 1: Reorder of Non-Secure Materials. Provide total quantities for the division.

SELP Non-Secure Materials	Quantity Ordered
<i>Test Implementation Manual</i>	
<i>Speaking/Writing Training Manual</i>	
<i>Division Master File Sheet</i>	
Blank SSID Sheets (Header Sheets)	
Paper Bands	
Return Labels—Orange	
UPS Next Day Air Shipping Labels	
<i>Directions for Administering</i> (Non-Secure Reading and Writing) Primary, Elementary, Middle Grades, and High School	

DIVISION REORDER FORM—SECURE MATERIALS

Fax toll-free to
Harcourt Virginia SELP Test Program Coordinator, 1-800-547-2059

Date: _____ No. of Pages: _____

School Division: _____ Division Number: _____

DDOT Name (print): _____ Phone: _____

Section 2: Reorder of Secure Materials. If additional testing materials are needed, provide total quantities needed for the division below.

Grade Cluster	Level	SELP Test Materials	Qty VA-S	Comments
K-1	Preliteracy	Test Booklets		
		Response Booklet		
		<i>Directions for Administering (Secure)</i>		
2	Primary	Test/Response Booklets		
		Speaking Test Booklets		
		<i>Directions for Administering Listening and Speaking (Secure)</i>		
3-5	Elementary	Test Booklets		
		Response Booklets		
		<i>Directions for Administering Listening and Speaking (Secure)</i>		
6-8	Middle Grades	Test Booklets		
		Response Booklets		
		<i>Directions for Administering Listening and Speaking (Secure)</i>		
9-12	High School	Test Booklets		
		Response Booklets		
		<i>Directions for Administering Listening and Speaking (Secure)</i>		

Appendix B, continued

**Spring 2007
Virginia Stanford English Language
Proficiency Test**

**SCHOOL VERIFICATION RECEIPT OF TESTING
MATERIALS/REORDER FORM**

School Name: _____

Directions: Verify receipt of testing materials. If additional testing materials are needed, complete the Reorder column and fax to DDOT.

NOTE: Please maintain this information in the division file.

Grade Cluster	Level	SELP Assessment Materials	Quantity Received from DDOT	Inventory Record: Quantity Returned from Schools after Testing	Additional Materials Received Reordered Overage
			VA-S	VA-S	VA-S
K-1	Preliteracy	Test Booklets			
		Response Booklets			
		<i>Directions for Administering (Secure)</i>			
2	Primary	Test/Response Booklets			
		Speaking Test Booklets			
		<i>Directions for Administering Listening and Speaking (Secure)</i>			
		<i>Directions for Administering Reading and Writing (Non-Secure)</i>			
3-5	Elementary	Test Booklets			
		Response Booklets			
		<i>Directions for Administering Listening and Speaking (Secure)</i>			
		<i>Directions for Administering Reading and Writing (Non-Secure)</i>			
6-8	Middle Grades	Test Booklets			
		Response Booklets			
		<i>Directions for Administering Listening and Speaking (Secure)</i>			
		<i>Directions for Administering Reading and Writing (Non-Secure)</i>			
9-12	High School	Test Booklets			
		Response Booklets			
		<i>Directions for Administering Listening and Speaking (Secure)</i>			
		<i>Directions for Administering Reading and Writing (Non-Secure)</i>			

DDOT Signature: _____

Date: _____

Appendix B, continued

**Spring 2007
Virginia Stanford English Language
Proficiency Test**

SCHOOL TEST COORDINATOR'S/EXAMINER'S TEST BOOKLET/SECURE DFA TRANSMITTAL FORM/AFFIDAVIT
--

School: _____

Division: _____ **Grade Cluster:** _____

Directions: Use this form to sign test booklets and *Directions for Administering* (DFA) Listening and Speaking (Secure) “Out” and “In.” List each Examiner’s name and the number of booklets assigned to him or her in the first two columns. The Examiner initials the “OUT” column each day when receiving test booklets. The School Coordinator initials the “IN” column at the end of each day when test booklets are returned. (All “Out” and “In” columns may not be needed.) Both the Examiner and STC should count/verify the number of booklets distributed before initialing this form. After testing is completed, each Examiner must read all four security statements below and sign the “Examiner’s Affidavit” column certifying that the security agreement was followed.

1. I received _____ and returned _____ Listening and Speaking (Secure) DFAs.
2. I administered the *Stanford English Language Proficiency Test* according to the directions in the *Directions for Administering*.
3. I kept all materials secure when in my possession.
4. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an undue advantage over others.
5. I have read the statements above and understand that I am certifying that they are true.

Examiner's Name (Print)	Lis/Spk Secure DFA Qty	Bks Qty	Day 1		Day 2		Day 3		Examiner's Affidavit (Signature)
			OUT	IN	OUT	IN	OUT	IN	

This page may be photocopied.

Appendix C

Sample VA-S Form Demographic Page without a Pre-ID Label	65
Sample VA-S Form Demographic Page with a Pre-ID Label	67


**SAMPLE VA-S FORM DEMOGRAPHIC
PAGE WITHOUT A PRE-ID LABEL**

STUDENT NAME		Spring 2007 STANFORD ENGLISH LANGUAGE PROFICIENCY TEST																																																																																																																																																													
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81811 015

**SAMPLE VA-S FORM DEMOGRAPHIC PAGE
WITH A PRE-ID LABEL**

81811 016



Stanford English Language Proficiency Test

Elementary Level
Form VA-S

2007
Answer Document

A1 STUDENT NAME				TEACHER			
SCHOOL				SCHOOL DIVISION			
GENDER		GRADE		DATE OF BIRTH		TEST DATE (Month/Day/Year)	

A2 ENROLLMENT DATE

MONTH	DAY	YEAR
<input type="radio"/> Jan		
<input type="radio"/> Feb		
<input type="radio"/> Mar	<input type="radio"/> 01	<input type="radio"/> 19
<input type="radio"/> Apr	<input type="radio"/> 02	<input type="radio"/> 20
<input type="radio"/> May	<input type="radio"/> 03	
<input type="radio"/> Jun	<input type="radio"/> 04	
<input type="radio"/> Jul	<input type="radio"/> 05	
<input type="radio"/> Aug	<input type="radio"/> 06	
<input type="radio"/> Sep	<input type="radio"/> 07	
<input type="radio"/> Oct	<input type="radio"/> 08	
<input type="radio"/> Nov	<input type="radio"/> 09	
<input type="radio"/> Dec	<input type="radio"/> 10	

B LAST NAME

<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I	<input type="radio"/> J	<input type="radio"/> K	<input type="radio"/> L	<input type="radio"/> M	<input type="radio"/> N	<input type="radio"/> O	<input type="radio"/> P	<input type="radio"/> Q	<input type="radio"/> R	<input type="radio"/> S	<input type="radio"/> T	<input type="radio"/> U	<input type="radio"/> V	<input type="radio"/> W	<input type="radio"/> X	<input type="radio"/> Y	<input type="radio"/> Z
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MI FIRST NAME

<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I	<input type="radio"/> J	<input type="radio"/> K	<input type="radio"/> L	<input type="radio"/> M	<input type="radio"/> N	<input type="radio"/> O	<input type="radio"/> P	<input type="radio"/> Q	<input type="radio"/> R	<input type="radio"/> S	<input type="radio"/> T	<input type="radio"/> U	<input type="radio"/> V	<input type="radio"/> W	<input type="radio"/> X	<input type="radio"/> Y	<input type="radio"/> Z
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C DATE OF BIRTH

MONTH	DAY	YEAR
<input type="radio"/> Jan		
<input type="radio"/> Feb		
<input type="radio"/> Mar	<input type="radio"/> 01	<input type="radio"/> 19
<input type="radio"/> Apr	<input type="radio"/> 02	<input type="radio"/> 20
<input type="radio"/> May	<input type="radio"/> 03	
<input type="radio"/> Jun	<input type="radio"/> 04	
<input type="radio"/> Jul	<input type="radio"/> 05	
<input type="radio"/> Aug	<input type="radio"/> 06	
<input type="radio"/> Sep	<input type="radio"/> 07	
<input type="radio"/> Oct	<input type="radio"/> 08	
<input type="radio"/> Nov	<input type="radio"/> 09	
<input type="radio"/> Dec	<input type="radio"/> 10	

D GENDER
☐ Female ☐ Male

E RACE/ETHNICITY
 Select Only One
☐ American Indian or Alaska Native
☐ Asian
☐ Black (Not of Hispanic Origin)
☐ Hispanic
☐ White (Not of Hispanic Origin)
☐ Native Hawaiian/
 Other Pacific Islander
☐ Unspecified

F GRADE
☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6
☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

G1 STUDENT NUMBER

<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
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G2 STATE TESTING IDENTIFIER

<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
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H LOCAL USE #1

<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
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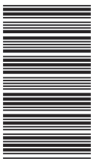
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Appendix D

Special Test Accommodations Codes

Special Test Accommodations Codes	71
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APPENDIX D
Spring 2007
Virginia Stanford English Language
Proficiency Test

SPECIAL TEST ACCOMMODATIONS CODES

SELP Subtests												Answer Document Circle Number
Reading		Writing		Listening		Speaking						
LEP	SWD	LEP	SWD	LEP	SWD	LEP	SWD					
•	•	•	•	•	•	•	•	1	flexible schedule (includes breaks during test and multiple test sessions)			
•	•	•	•	•	•	•	•	2	group size			
•	•	•	•	•	•	•	•	3	environmental modifications (e.g., special lighting, noise buffers, use of study carrel)			
•	•	•	•	•	•	•	•	4	visual aids (e.g., magnifying glass, templates to show only one item at a time)			
L	•	L	•	L	•	L	•	5	amplification equipment (e.g., hearing aid or auditory trainer)			
•	•	•	•	•	•	•	•	6	large-print test (not available)			
L	•	L	•	L	•	L	•	7	assistance with directions (i.e., simplifying or clarifying directions)			
•	•	•	•	•	•	•	•	8	increased size of answer circles (e.g., enlarged copy of answer document)			
•	•	•	•	•	•	•	•	9	Braille test / Braille answer document (not available)			
•	•	•	•	•	•	•	•	10	reading in English of test items (except for Reading) If IEP calls for reading the Reading test aloud, see #14.			
•	•	•	•	•	•	•	•	11	audiotape version of test items (except for English Reading) If IEP calls for using audiotape version of test, see #15 (not available).			
•	•	•	•	•	•	•	•	12	interpreting (e.g., signing, transliteration) test items (except for English) If IEP calls for interpreting the Reading, see #16			
•	•	•	•	•	•	•	•	13	communication board / pictorial presentation (not available)			
L	L	•	•	•	•	•	•	14	reading test items in English on the <i>Reading</i>			
•	•	•	•	•	•	•	•	15	using audiotape version of the <i>Reading</i> (not available)			
•	•	•	•	•	•	•	•	16	interpreting (e.g., signing, transliteration) test items on the <i>Reading</i>			
•	•	•	•	•	•	•	•	17	bilingual dictionary			
•	•	•	•	•	•	•	•	18	mark in test booklet or student responds verbally			
•	•	•	•	•	•	•	•	19	math aids (e.g., abacus, manipulatives) (not applicable)			
L	•	L	•	L	•	L	•	20	large diameter pencil, special pencil, pencil grip			
L	•	L	•	L	•	L	•	21	respond by word processor, typewriter, Braille			
L	•	L	•	L	•	L	•	22	augmentative communication device			
L	•	L	•	L	•	L	•	23	spelling aids: spelling checker, spelling dictionary			
•	•	•	•	•	•	•	•	24	tape recorder (pre-writing only)			
•	•	•	•	•	•	•	•	25	dictation in English to a scribe (direct writing sample only)			
•	•	•	•	•	•	•	•	26	use of calculator or arithmetic tables (gr 3 math and gr 5 math computation) (not applicable)			
•	•	•	•	•	•	•	•	27	other			
•	•	•	•	•	•	•	•	28	calculator with additional functions to those routinely supplied to all students (for gr 8 math and science) (not applicable)			
•	•	•	•	•	•	•	•	A	Circle A is not available for any subtest. DO NOT COMPLETE.			
•	•	•	•	•	•	•	•	B	other (must obtain prior approval from VDOE)			

- Black squares in either column indicate accommodations that are not available for these tests. DO NOT COMPLETE.
- S** Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT COMPLETE.
- L** Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT COMPLETE.
- These accommodations are available as needed.

* LEP = Limited English Proficient

** SWD = Students with Disabilities

Appendix E

Test Irregularity Form

Test Irregularity Form75

APPENDIX E
Spring 2007
Virginia Stanford English Language
Proficiency Test

TEST IRREGULARITY FORM

For local use only

Directions to the Examiner and/or School Test Coordinator (STC):

Return the completed form to the School Test Coordinator/Division Director of Testing

Describe the irregularity in the space below. Then the School Coordinator should forward this form to the DDOT for review. The School Test Coordinator must report testing irregularities to the DDOT within 24 hours of occurrence.

(Please Print)

Division Name: _____

DDOT's Telephone Number: _____ **Fax Number:** _____

School Name: _____

Division/School Code: _____ **Date:** _____

Grade Cluster (check one)	Test Form	Subtest (check one)
<input type="checkbox"/> Preliteracy: Kindergarten and 1	<input type="checkbox"/> Form VA-S	<input type="checkbox"/> Pre-Writing
<input type="checkbox"/> Primary: 2	<input type="checkbox"/> Form _____	<input type="checkbox"/> Pre-Reading
<input type="checkbox"/> Elementary: 3, 4, and 5		<input type="checkbox"/> Listening
<input type="checkbox"/> Middle Grades: 6, 7, and 8		<input type="checkbox"/> Writing Conventions
<input type="checkbox"/> High School: 9, 10, 11, and 12		<input type="checkbox"/> Reading
		<input type="checkbox"/> Direct Writing
		<input type="checkbox"/> Speaking

Description of Irregularity:

Action Taken (to be completed by DDOT):

School Test Coordinator Signature: _____ **Date:** _____

DDOT Signature: _____ **Date:** _____

This page may be photocopied.

Appendix F

School Forms

Sample Scoring Service Identification (SSID) Sheet (Side 1/Side 2)	79
Sample <i>School Master File Sheet</i>	81

Division Form

Sample <i>Division Master File Sheet</i>	82
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SAMPLE SCORING SERVICE IDENTIFICATION (SSID) SHEET (SIDE 1)

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Appendix F, continued

Spring 2007
Virginia Stanford English Language
Proficiency Test

SAMPLE SCHOOL MASTER FILE SHEET



Harcourt Assessment
VA SELP School Master File Sheet

Page 1

School: OAKTOWN ELEMENTARY
Code: 123
Contact: JANE SMITH
Address: 1234 OAKTOWN ROAD
OAKTOWN, VA 23456
Telephone: (555) 555-5555

School Number	School Name	Grade	VA-S
123 6789	OAKTOWN ELEMENTARY		Number of Groups/Number of Documents
		Grade 3 03	_____
		Grade 4 04	_____
		Grade 5 05	_____
		Grade 6 06	_____

TOTAL: _____

For Scoring Center Use	Receiving Number	Order Number	Date Received
	Testing Program VASL6	Est N-Count	

Appendix F, continued

Spring 2007
Virginia Stanford English Language
Proficiency Test

SAMPLE DIVISION MASTER FILE SHEET



Harcourt Assessment
VA SELP Division Master File Sheet

Page 1

School: OAKTOWN ELEMENTARY Division Name: OAKTOWN COUNTY
Code: 123 6789 Code: 123
Contact: JANE SMITH
Address: 1234 OAKTOWN ROAD
OAKTOWN, VA 23456
Telephone: (555) 555-5555

School Number	School Name	Grade	VA-S
123 6789	OAKTOWN ELEMENTARY		Number of Groups/Number of Documents
		Grade 3 03	_____
		Grade 4 04	_____
		Grade 5 05	_____
		Grade 6 06	_____

TOTAL: _____

For Scoring Center Use	Receiving Number	Order Number	Date Received
	Testing Program VASL6	Est N-Count	

Appendix G

Shipment Transmittal Form

Sample Return Box Label	85
Packing Poster	86
Disposition of Test Materials	87

APPENDIX G
Spring 2007
Virginia Stanford English Language
Proficiency Test

SAMPLE RETURN BOX LABEL

VA-SELP

(ORANGE)

2007/VA1808

SCORABLE MATERIALS

Division # _____

BOX # _____ OF # _____

ISBN XXXXXXXXX

Spring 2007
Virginia Stanford English Language
Proficiency Test

PACKING POSTER

Virginia

SELP

Stanford English Language
Proficiency Test

Scorable Test Books	<p style="text-align: center;">Place in the box.</p> <p style="text-align: center;">Seal box.</p> <p style="text-align: center;">Place Shipping Label here.</p>	Gr 2
Scorable Response Books	<p style="text-align: center;">Place in the box.</p> <p style="text-align: center;">Seal box.</p> <p style="text-align: center;">Place Shipping Label here.</p>	Gr K, 1, 3-12
Non-Scorable Material	<p style="text-align: center;">Place in the box.</p> <p style="text-align: center;">Seal box.</p> <p style="text-align: center;">Place Shipping Label here.</p>	Gr K, 1, 3-12 USED Test Books All UNUSED Test Books

Call Harcourt at
QUESTIONS? (800) 763-2306

NOTE

Unused test materials should be retained by the school division. DO NOT RETURN TO HARcourt.

Appendix G, continued

**Spring 2007
Virginia Stanford English Language
Proficiency Test**

DISPOSITION OF TEST MATERIALS

Type	Testing Materials	Required Signature	Disposition	Date
Scorable Form VA-S Test Materials	<ul style="list-style-type: none"> scorable test/response booklets SSID Sheets <i>School Master File Sheets</i> <i>Division Master File Sheet</i> 	None	<ul style="list-style-type: none"> Packed in cartons with orange labels and shipped by UPS Next Day Air to Harcourt Assessment, Inc. <i>School Master File Sheets</i> retained locally in DDOT's file 	On or before 6/15/07
Form VA-S Secure, Non-Scorable and Unused Test Materials	<ul style="list-style-type: none"> all secure DFAs Speaking booklets (Primary Level only) all used Test/Response booklets all unused Test/Response booklets 	None	Retained by school division	After testing
	<ul style="list-style-type: none"> <i>Division Non-Scorable Testing Materials Return Affidavit</i> 	DDOT		
Non-Scorable, Non-Secure Forms and Materials	<ul style="list-style-type: none"> <i>Division Verification Receipt of Testing Materials/Inventory Record</i> <i>Division Reorder Form</i> 	DDOT	Retained locally in DDOT's file	After testing
	<ul style="list-style-type: none"> <i>School Verification of Receipt of Testing Materials/Reorder form</i> 	STC	Retained locally in DDOT's file	After testing
	<ul style="list-style-type: none"> <i>School Division Personnel Test Security Agreement (Including Examiners/Proctors)</i> 	Examiners/Proctors		
	<ul style="list-style-type: none"> <i>School Test Security Agreement</i> 	STC and Principal		
	<ul style="list-style-type: none"> <i>Division Test Security Agreement</i> 	DDOT		
	<ul style="list-style-type: none"> <i>School Test Coordinator's/Examiner's Test Booklet/Secure DFA Transmittal Form/Affidavit</i> 	Examiners		
	<ul style="list-style-type: none"> <i>Test Irregularity Form(s) (if needed)</i> 	STC/DDOT	Retained locally in DDOT's file	After resolving

(continued)

Type	Testing Materials	Required Signature	Disposition	Date
Non-Scorable, Non-Secure Test Materials	<ul style="list-style-type: none"> • <i>Test Implementation Manual</i> • <i>Speaking/Writing Training Manual</i> • voided response booklets (after actual scores are confirmed) • unused response booklets • unused Master File Sheets • unused SSID sheets • unused return labels and UPS shipping labels • unused packaging labels (orange) 	N/A	Dispose of as per local instructions	After testing

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Portions of this work were previously published.

Printed in the United States of America

ISBN 999-8555-90-6

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